DOCUMENT RESUME

ED 276 900 CE 046 042

AUTHOR Stinchcomb, James D.
TITLE Program Guide for Criminal Justice.
INSTITUTION Miami-Dade Community Coll., FL. North Campus.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE [86]
NOTE 82p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Education; Behavioral Objectives; Correctional Rehabilitation; Courts; *Criminal Law; *Law Enforcement; *Law Related Education; *Police Education; Postsecondary Education; Program Guides; State Legislation; Statewide Planning; *Vocational Education
IDENTIFIERS *Florida

ABSTRACT

This program guide is intended to assist practitioners in developing a course to prepare students for employment in the fields of law enforcement, courts, and corrections in the state of Florida. The introductory sections describe the major concepts and content addressed in the course and the responsibilities of criminal justice sworn personnel, law enforcement and correctional officers, and officers in the criminal justice system. The second section covers guidelines pertaining to program standards, planning, structure, development, review and evaluation, and advisory committees. The following aspects of program content are discussed in the third major section: occupational requirements of criminal justice personnel, program standards, instructional approaches, associate degrees, advisory committees, and a suggested course outline. The suggested course outline includes overviews and objectives for units addressing 24 topics, including the following: the criminal justice system, criminology, criminal investigation, crime scene investigation procedures, juvenile delinquency, police administration, traffic control, law enforcement, accident investigation and traffic enforcement, corrections administration, deviant and normal behavior, criminal law, courtroom demeanor and testimony, rules of evidence, jail operations, institutional and noninstitutional treatment of offenders, human relations, defense tactics, and crime prevention programs. The final three sections deal with program facilities, instructional resources, and pertinent professional organizations. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED276900

JAN 22 1987

PROGRAM GUIDE FOR CRIMINAL JUSTICE

Project # MDCC 6-1H04

Prepared by

James D. Stinchcomb
Director
Southeast Florida Institute of Criminal Justice
and Division of Public Service
Miami-Dade Community College
North Campus
Miami, Florida 33167

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D McQuat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

State of Florida
Department of Education
Tallahassee, Florida

Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education

CE046048

BEST COPY AVAILABLE

CONTENTS

JAN 22 1987

Page

INTRODUCTION

General.....01
Criminal Justice Sworn Personnel
Law Enforcement Officer/Correctional Officer.....04
Officers in Criminal Justice.....07

LEGAL AUTHORITY

Program Standards.....A
Program Planning.....A
Program Structure.....B
Program Development.....B
Program Review and Evaluation.....C
Program Advisory Committees.....D

PROGRAM CONTENT

Occupational Requirements.....21
Program Standards Description.....36
Instructional Approach.....36
Associate Degrees.....36
Advisory Committee.....38
Suggested Course Outline.....40

FACILITIES.....59

INSTRUCTIONAL RESOURCES.....70

PROFESSIONAL ORGANIZATIONS.....74

INTRODUCTION

GENERAL

This Program Guide has been developed to provide information that will be useful to local school district and community college administrators, faculty and instructors, program advisory committee members, regional coordinating councils, regional criminal justice training centers, and others charged with the responsibility of offering vocational educational programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

The Legal Authority sections of the Guide relate to vocational education programs in general. The remaining sections relate specifically to the vocational education program course for which the Guide is designed.

Vocational education has evolved to meet the needs of students desiring to pursue a selected career or vocation. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of personnel. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education shares with business, government, and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. In order to do this, it is necessary both to create exemplary career educational programs and to make those programs consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship between Florida institutions offering similar or related courses and programs. The rule states, in part, that: When a student transfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged to be equivalent to courses offered at the receiving institution.

Florida Statute 943.25, Rules Chapter 11B-18: The Florida Department of Law Enforcement and within it, the Criminal Justice Standards and Training Commission and the staff of that Division, maintain prescribed rules and regulations regarding the awarding of certification in law enforcement and corrections. These rules and regulations determine the training center locations and curricula through which one is certified to be employed in any position requiring general or specialized police powers.

These rules speak to issues relating to expenditures of the Law Enforcement Training Trust Fund, the role of training centers, the course content and evaluations required within approved courses, and many other related matters.

This Program Guide helps ensure that equivalency. Throughout Florida, occupational, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our local, state, and national work forces.

CRIMINAL JUSTICE SWORN PERSONNEL

LAW ENFORCEMENT OFFICER/CORRECTIONAL OFFICER

I. Major Concepts/Content:

The purpose of this program is to academically prepare students for potential employment in the fields of law enforcement, courts, and corrections. It may also provide educational background for those persons presently employed in these occupations. Among the job classifications that students may be prepared to enter are police officer, deputy sheriff, identification officer, court bailiff, correctional officer, highway patrol officer, marine patrol officer, fish and game warden, alcohol beverage control agent, or other such specialized enforcement personnel.

The academic content includes, but is not limited to, patrol and investigative activities, processing and custody and control of incarcerated individuals, procedures for obtaining and recording information from witnesses, suspects, and victims, testifying in court, techniques for the identification, collection, preservation and utilization of physical evidence, methods of crime prevention, processing of legal cases, traffic control, proper counseling and referral of neglected/dependent children, delinquents and youthful offenders, the proper techniques for dealing with sensitive cases involving rape, child abuse, and family disturbances. Additional content deals with the history and philosophy of the criminal justice system and

organizational factors which prevail in the various agencies which service that system.

II. Laboratory/Applied Activities:

Some of the topics that lend themselves to being taught most efficiently through laboratory, demonstration, and practical application are the following: the collection, identification and preservation of physical evidence, crime scene investigative and search techniques, first responder (first aid) procedures, traffic stops and vehicular searches, safe procedures for searching of suspects and premises, techniques of safe and defensive driving, personal safety and defensive techniques, firearms training and proper physical conditioning. Students planning for careers in laboratories should avail themselves of additional courses in the physical sciences and selected applied crime related skills courses such as photography, fingerprinting, and evidence collection.

The typical length of this associate degree program for the average full-time student is two years.

III. Special Note:

Successful completion of the Florida state mandated 320 hour Criminal Justice Standards and Training Commission's Basic Law Enforcement or Basic Correctional Officer course may provide the student with academic credit toward the above described degree program. A number of the certified training centers, affiliated with institutions of higher education, provide such credit for certain of the topics required within the basic certification

courses. The number of credits to be awarded is left to the discretion of the institution involved.

It is recommended that a competency-based format be utilized in the instruction of the State's BLE/COT courses because skill proficiencies and examinations are provided by the Criminal Justice Standards and Training Commission.

OFFICERS IN CRIMINAL JUSTICE

PURPOSE

Law enforcement, and more recently the field of corrections, have become well established, respectable, and well recognized career paths. As we know them today, the American law enforcement officers date back only some 150 years, but in other parts of the world they have been in existence for many centuries. There exists a wide array of specialized occupational categories within the broad grouping of criminal justice. The need continues and in certain geographic areas, expansion of positions is growing; there are nearly always some job opportunities because of attractive retirement systems and personnel mobility. As cities annex land, suburbs develop, and populations migrate, the career opportunities in police and corrections move too.

The primary purpose of all criminal justice personnel is to protect society, serve the public, respond to requests for emergency assistance, maintain public order, and to detain those who violate the laws. Therefore these types of programs, as described herein, attempt to meet the many needs of individuals who seek careers in this type of public service.

Law enforcement is a vocation that is striving to become a true profession. During the last twenty years significant steps have been taken by the law enforcement component in the total criminal justice complex of agencies to increase its efficiency, improve relations with the community, develop sets of

professional standards, inaugurate higher levels of training and education, raise its overall image as a service agency, and create new and higher levels of recruitment and retention of qualified personnel.

Opportunities for individuals to enter law enforcement have been growing, whether at the local, state or national levels. However, many of the opportunities are obscure. For example, at various levels in law enforcement agencies civilian positions are increasing. The age of technological advances has made its impact in the law enforcement agency creating highly sought after skills that were unknown a decade ago. The availability of law enforcement openings for women has fostered new opportunities for a whole new group of persons.

HISTORY

American law enforcement began when our colonists brought from England the constable and the sheriff. In many colonial cities there was a night watch as early as the 1630's, but it was not until the period 1830-1840 that major cities began to develop police units as we know them today. By the end of the Civil War, most major cities had a 24 hour organization.

The modern police department, with a training component, and such features as civil service protection, merit promotions and the like did not come about until after 1900.

The legal and procedural complexities have increased so greatly that police officers are expected to have a significant knowledge of court decisions regarding searches and seizures, inquiries, and arrests, along with the difficult burden of having

to make those decisions on the spot and without benefit of analysis and discussion. Officers must also recognize and understand a body of professional knowledge that has emerged from sociology and psychology, but which is more appropriately referred to as Human Relations, Crisis Intervention, and Crisis Management.

Officers also note an increased need for them to become better generalists on a number of matters relating to safety and crime prevention that previously had not been demanded of all police officers.

On the other hand, the fields of technology have become more widespread in use and will have more impact upon policing than ever was imagined a few decades ago. This will result in the use of more scientific techniques to plot incidents and occurrences, to examine evidence, to collect and assess data, and to aid in predicting events. While instrumentation, computers, walkie-talkies, and other devices may influence results, the occupational involvement in the control and managing of these devices, as well as the interpretation of their outputs of effective action, will increase for street officers.

The hard issues of years gone by, such as the role of the police officer as crimefighter versus his role as a community service agent, may not be resolved in the 1980's; however, the challenge from the community will continue to be very real and extremely conflicting at times. The more one can become educated ahead of such a career, the better, although that alone will not resolve the dilemma created by a financially pinched community

demanding better protection and greater crime prevention efforts from its police department.

Among the improvements which are underway throughout the police service are better management techniques, wider use of computer assistance, more attention to performance evaluations, and considerable attention to training needs.

The 1980's are witnessing full professional status for the police officer in America. Educational requirements, communication skills, technological support, and other attributes will enlarge his position and enhance his image considerably. It will always need to be recognized that the police officer is on the cutting edge of violence and disorder, and must possess the skills to confront these matters effectively. The physician must do this in meeting cases in an emergency room of a hospital; so must the police officer make wise decisions quickly and under much pressure.

To summarize then, the United States emerged patterned after the London and the English system and made little significant professional progress until the post-Civil War period. Gradually certain areas emerged as legal responsibilities of the states and others became solely federal government functions. The student of police history will want to review the Pendleton Act to better understand police administration and how reform began to take effect in the form of civil service systems.

EMPLOYMENT

The police are by far the largest segment of the criminal justice system. Since the local level is the largest, the odds

are that most workers will function in that part of the government. 81% of justice related agencies operate at the local level. There are over 12,000 city, county, and state organizations.

From a figure exceeding one-half million personnel in the mid-1970's, law enforcement at the local and state level has grown to somewhat over 600,000 in 1985. Population shifts, and more rapid growth in suburban and county unincorporated areas, are causing increases in agencies such as sheriff's departments, county police and state ones. Also, it should be noted that non-sworn or civilian employment in these agencies continues to increase more rapidly than the sworn component. Because of the continuing crime problem, there has also been an increase in employment in correctional officer work and in some communities jails and new facilities may take priority over police hiring, but together they tend to occur in cycles. Their total uniform strength reaches 300,000 now.

At the federal level, there has been a tendency to maintain the numbers of agency personnel at the level reached during the early 1980's. As new legislation is enacted, or new pressures evolve, there tend to be responding calls for more enforcement personnel to be employed. Therefore, the overall outlook for criminal justice employment is generally quite good, although it can vary geographically as demands change. The U.S. Department of Labor's Occupational Outlook Handbook has regularly called for some 30,000 entry level police positions to be available each year. Nearly as many in corrections when one adds the state and

local positions and the juvenile/youthful offender agencies. As public safety and political concerns change, these estimates can change too.

Specialists are becoming more and more essential, and there will be a greater need for officers with training ranging from engineering techniques applied to traffic control to social work techniques applied to crime prevention. Furthermore, as statistical analysis and data utilization increase, there are expanding needs for computer technicians, data analysts, and long-range planners. In addition, such new concepts as the state specialist, recommended by the National Advisory Commission on Criminal Justice Standards and Goals, will enhance career opportunities in this field. Several states already have developed state investigative specialty programs to assist local law enforcement agencies with crimes that require special investigative knowledge. The majority of these programs have been implemented for such specific problems as organized crime or consumer protection violations.

In summary, law enforcement is the largest of the career groups dealing in the public service. Because of our system of government, opportunities exist throughout all jurisdictions. At the federal level, our national government employs many thousands of investigative agents and specialists in departments such as Justice, Treasury, and Defense. The fifty states employ both civilian and sworn personnel in agencies known as either state police or highway patrols. At the local government level, where the vast number of career opportunities exist, there are

sheriff's departments and municipal police agencies. Some areas of the country also have county police departments, and many communities employ township and burough police.

In the years ahead, much greater public attention will be called to police tasks that require considerable professional skills. To date, the many challenges facing law enforcement have not been apparent and have been little understood by the public. Police status and pay have increased significantly and educational achievements have been remarkable. Probably no single career group in history has ever achieved so much higher education in so short a time period as has the American law enforcement officer.

Let us examine a job description that was prepared for the President's Commission on Law Enforcement and the Administration of Justice. This presents the primary police areas of responsibility and highlights much of the work.

- Is responsible through the enforcement of laws and ordinances for the protection of life and property in an assigned area during a specific period. Performs routine police assignments received from officers of superior ranks; conducts preliminary investigations; assists in the apprehension of criminals. Also performs special assignments requiring specialized skills or abilities.
- This work consists primarily of routine patrol tasks. Work may involve elements of danger and does involve many emergencies which demand that the employee must be able to exercise sound judgment and act without direct supervision.

However, procedures and special assignments are usually carried out under supervision.

- Patrols a specific area in a patrol car, to preserve law and order, to prevent and discover the commission of crime, and to enforce parking and traffic regulations. Required to make close inspection of actual or potential hazards to the public safety.
- Responds to complaints concerning automobile accidents, robberies and other violations of laws.
- Interviews persons making complaints and inquiries and attempts to make proper disposition or direct them to proper authorities.
- Investigates suspicious activities and makes arrests for violations of state laws and local ordinances.
- Watches for and makes investigations of wanted and missing persons and stolen cars and property.
- Conducts preliminary investigations.
- Administers first aid at the scenes of accidents and crimes.
- Maintains order in crowds.
- Answers questions and directs the public.
- Performs periodic safety and crime prevention tasks as community requirements dictate.
- Insures the rights of all citizens are protected and intervenes in disputes and disturbances to reduce their risk of becoming a crisis.

DUTIES

The primary concern of police and corrections is to protect the public. The police department is the 24-hour agency best equipped to respond to requests for aid. Nonetheless, many dramatic changes in assignments and procedures have occurred in recent years, and authorities generally agree that the role of the police in the American society is moving rapidly toward closer involvement in community-based programs, with greater emphasis on crime prevention and the reduction of hazards. Quite recently, the police have become particularly active in efforts aimed at specific offense reduction through programs to harden frequent targets, encourage greater use of locks and alarms, advise homeowners and the business community about crime risks, and, in general, become more aggressive in reducing the potential of crime dangers to the public. As events unfold in the years ahead, the enforcement officer must display greater insights into community problems, social sciences, and the complex factors that contribute to unlawful activities.

No one can predict entirely to what extent these jobs will change as more data become computerized and the agencies become more involved with community planning and crime prevention. It is safe to assume, however, that competent personnel will be in demand and that training and education have become an integral part of the system. Duties will correspond to those in other professions wherein job descriptions reflect a variety of tasks according to the level of career preparation. At that point, status and salary will be well beyond our estimates today. Also,

at that point, they will be acknowledged as deserving of full professional recognition, with rigid state licensing for those who practice the calling.

Much attention has been focused upon the police officer in America and the tremendous task of maintaining order. A great deal is being researched and written currently about the role of the poice, but there is little doubt that the police perform one of the most essential, and often one of the least appreciated, services that exist anywhere. Few can dispute the importance of the men and women who must enforce our laws, prevent disorders, investigate offenses, and keep the peace.

For the correctional officer, at the local, state or federal level, much the same can be said. Dealing with increasing populations of incarcerated offenders, and many repeat cases, these officers are also presently seeking a higher status by virtue of their formal training and greater individual specialization. New facilities, differing treatment concepts, demands that call for recognition of not only the legal issues, but the humane and proper control strategies, all combine to argue for this same recognition and reward system for correctional personnel. A very new development has been the experimenting with private ownership and management of some correctional facilities; thus it can be said now that some of the correctional officers working in security institutions are employed, not by government, but by private industry.

Whether employed in a reception and diagnostic center, a juvenile detention facility, a local or regional jail, a special

offenders institution, a maximum security penitentiary, or a half-way house in the neighborhood, the specific tasks and clientele may vary, but the correctional officer's duties are serious, demanding, and challenging. They may also be among the most rewarding when success cases occur.

It has only been in the past twenty years that correctional officers have really sought to improve their working conditions and their public image. Primarily, these officers have responsibility for care, custody, control, and overall safety and protection of those awaiting trial in jails, or those sentenced to our numerous penal institutions. Some may be employed in juvenile settings and historically these have offered more rehabilitation activities than had their adult counterparts. Thus career mobility had been brighter for those working in the juvenile arena. With movements to community based treatment facilities, more small to medium size institutions emphasizing professional services, there have emerged new correctional officer roles that were never envisioned a generation ago.

CERTIFICATION

Nearly all states now have a board responsible for setting the selection and training standards, awarding the certification to serve as an officer, and even possessing authority to revoke that certification. These boards or commissions establish the employment requirements, such as age, physical, educational, freedom of criminal record, and other criteria. They also identify the minimum amounts and levels of training required to obtain the certification for newly hired personnel. In some

states, where there is a mandatory in-service training requirement, the board will be responsible for determining those rules as well.

All of this has developed in the past 20 years and with this movement has grown the real momentum toward a more professional law enforcement/correctional officer. At least now, every practitioner of this particular craft must possess the prescribed amount of entry level training for that particular state, and in the subject matter that has been determined appropriate for that position. These minimums may range from 200 hours to 400 hours and of course, any agency may exceed the legal minimum requirement. In Florida, for example, the law requires 320, but is expected to increse soon to over 500. Even now, the average class hours throughout the state are well above the minimal 320.

These standard setting state boards or commissions may also enforce legislation requiring in-service, career development requirements. In some states, a person must complete prescribed courses prior to promotion and in states offering incentive pay for additional training, the authority rests with these state organizations. Often the funds to pay for such types of training come from the state. In that regard, California and Florida, to name two good examples, enjoy model legislation that created a training trust fund using assessments on fines and forfeitures to pay the costs of the training.

Should a person serving as an officer be found guilty of any of the violations which are covered within the state certification system, then the board has the legal authority to

revoke the license and deny employment as a sworn officer to that person in that state.

SALARIES

Salaries and benefits really cannot be easily generalized for police or correctional officers. There are regional averages of course, but it is fair to state that some newly sworn police officers earn salaries in the $12,000-$15,000 range and some others may start at $23,000-$25,000. A median national starting figure for police might be $18,000, but the range is great and regional differences exist. For correctional officers, the same situation holds true; in fact, many officers are employed by sheriff's departments and pay parity may exist. Thus, whether the assignment is in the jail or lockup, or on the road patrol, the pay is the same. In state corrections work the salaries tend to be lower than in major city jail and police agencies. Traditionally, the largest city and county jurisdictions, and most notably the Southern California and Southern Florida communities, have been among the highest with initial salaries in South Florida reaching $25,000 and in Southern California reaching $28,000 in some locales.

But, for most new officer recruits, aside from those in unique locations or in the largest cities such as New York or Los Angeles, a goal of attaining $20,000 is still more the rule than the exception.

Many departments provide overtime possibilities, and likewise there are usually longevity clauses in contracts that increase salary as time on the job continues. Naturally, with

rank promotions come increases in base salaries and again that range can be quite wide. The largest city chiefs and directors, and heads of major correctional systems and their top assistants, can command figures in the $50,000-$70,000 range. Top managerial positions in modern urban law enforcement work today can properly expect to reach a salary approaching $35,000-$40,000. Benefits tend to be attractive in terms of vacation, compensatory time, medical and dental plans, and one of the most universal and attractive of all, the 20 or perhaps 25 year retirement provision. As contracts become more subject to negotiation, it can be expected that vacation leave time, and access to special benefits such as educational reimbursement, or compensatory time, will continue to improve. Some states now provide for additional monthly payments for those who have completed higher education or participate in certain levels of career development training courses.

LEGAL AUTHORITY

Program Standards

Vocational education programs are established pursuant to Florida Statutes (hereafter F.S.) and enabling Administrative Rules adopted by the Florida State Board of Education (hereafter S.B.E.).

Section 233.0682 F.S.: State Board regulations states:

> The State Board of Education shall adopt regulations setting forth minimum requirements for a comprehensive vocational education program, and shall adopt procedures for determining the extent to which such minimum requirements are being met. Such requirements shall include examination of the employment performance of program participants as well as standards of educational output, with particular emphasis on job placement and satisfactory performance in employment.

This statute is administered by S.B.E. Administrative Rule 6A-6.621: Comprehensive Vocational Education Program; definition, which states, in part, that:

> the term comprehensive vocational education shall include occupational education programs not leading to a bachelor's degree. A comprehensive vocational education program is one which provides vocational programs, services and activities of high quality, realistic in light of actual or anticipated opportunities for gainful employment and suited to the needs, interests, and abilities of the persons to be served.

For the purpose of defining the vocational education programs administered by community colleges within the state, the Division of Community Colleges has adopted S.B.E. 6A-14.34 to implement 240.355 F.S.: State Board of Education Rules, which authorizes "each community college district board of trustees to initiate and provide comprehensive vocational education programs." (NOTE: S.B.E. Rule 6A-14.34 is identical to S.B.E. Rule 6A-6.621 [see above], except that all S.B.E. Chapter 6A-14 rules refer to Division of Community College-sponsored programs, while S.B.E. Chapter 6A-6 rules refer to programs sponsored by the Division of Vocational, Adult, and Community Education.)

S.B.E. Rule 6A-6.571: Criteria for qualification of special vocational-technical education program courses provides for the annual publication of Vocational Education Program Courses Standards. These course standards for each vocational education program are approved by the Florida State Board of Education and published by the Division of Vocational, Adult, and Community Education.

The Program Course Standards provide program descriptions and statements of program objectives that must be adhered to by the school districts in offering vocational programs. The extent to which these Standards are adhered to forms the basis for program review and evaluation.

Special funding provisions for vocational programs are determined in relation to all other education programs under Section 236.081 F.S.: Funds for the operation of schools.

Program Planning

The Vocational Education Planning Process, published in 1980 by the Division of Vocational Education, outlines the procedures local education agencies should follow in developing and submitting their five-year and annual plans for the operation of vocational education programs.

The legal basis for program planning is found in Section 229.55 F.S.: Educational Accountability Act of 1976, and 229.555 F.S.: Educational planning and information systems. These statutes address various aspects of the process of planning effective instructional programs at each level—from the local school district to the state level. These Florida Statutes are implemented by S.B.E. 6A-6.67: Coordinating Council for vocational education, adult general education, and community instructional services, S.B.E. 6A-6.70: Direct job-related vocational offerings required for each school district, and S.B.E. 6A-6.71: Student services.

School districts are encouraged to utilize the resources and support of business, industry, and the community in planning vocational programs. A portion of S.B.E. Rule 6A-6.67, which has particular implications for planning for specific vocational programs in specific schools, follows:

> The responsibilities of the [coordinating] council shall be to review the total vocational education, adult general education, and community instructional services program being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications.

(S.B.E. Rule 6A-14.37 addresses this topic in identical language for community college programs.)

Program Structure

The legal basis for Florida's comprehensive vocational education structure may be found in S.B.E. Rules 6A-6.621 and 6A-14.34: Comprehensive vocational education, definition; 6A-6.63 and 6A-14.343: Scope of vocational education; 6A-6.64 and 6A-14.344: Types of vocational education courses and activities; and 6A-6.65 and 6A-14.345: Instructional components of vocational education.

Perhaps the legal basis for Florida's comprehensive vocational program is stated best in S.B.E. Rules 6A-6.65 and 6A-14.345. These rules define the components of vocational education instruction, beginning with introduction to the world of work in grades 1-6; exploratory experiences in grades 7-9; job-related experiences and prevocational training instruction in grades 10-12; and adult-level training and retraining programs. Special needs of disadvantaged and handicapped individuals at all levels—grade 1 through adults—are considered and provided for. Based upon these rules, Florida has developed a statewide comprehensive vocational program that is recognized as one of the best in the nation.

Program Development

Vocational program development is geared to meet the needs of Florida's employers and students. The vocational planning process incorporates information from business and industry, including data on employers' needs and on emerging trends and changes in technological processes. Legal basis is provided by S.B.E. Rules 6A-6.64 and 6A-14.344, both entitled Types of vocational education courses and activities, for the development of the many vocational courses and programs that must be offered to meet the needs of employers and students. These rules will be amended in the future to bring them more into conformity with 1983 legislation:

Section 228.041 F.S. defines vocational education as follows:

(22) "Vocational education" is defined as meaning that instruction not leading to a baccalaureate degree, either graded or ungraded, listed below:

(a) Job-preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs which coordinate directed study and on-the-job training;
(b) Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
(c) Supplemental programs designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to re-enter or maintain stability or advance within their occupation; or
(d) Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into specific occupations. Such courses may include, but may not be limited to, typing, industrial arts, and home economics.

Program development is based largely on identifying and meeting the requirements of employers and credentialling agencies. Significant input is sought from advisory groups, ad hoc committees, and task forces made up of representatives from business and industry and instructional, supervisory, and administrative personnel. The Division of Vocational, Adult, and Community Education, the school districts, and community colleges work together to develop programs with objectives that are consistent with employers' requirements.

Educational standards are established for program development. Using these standards as guides and guidelines, effective programs are developed that meet the goals of vocational education, particularly the major goal of preparing students for entry-level employment. These standards are grouped into three categories: input, process, and product. First, standards of input govern requirements for teachers, facilities, and materials. Second, standards of process help determine requirements for instruction, curriculum selection, placement, and evaluation. And third, standards of product are determined by the number and degree of competencies students achieve and by the placement of trained students in jobs.

Program Review and Evaluation

The primary purpose of program review is program improvement. To accomplish this purpose, a review of each vocational program is necessary to determine those areas in which program improvement can be implemented most effectively.

The legal basis for program review is found in Chapter 229.565 F.S. Educational evaluation procedures. Section (3) (e) of that statute requires the Commissioner of Education to periodically examine and evaluate "the standards by which the school district evaluates basic and special programs for quality, efficiency, and effectiveness."

The term "special programs," as used here, includes vocational programs. In turn, under S.B.E. Rule 6A-1.453: Educational program audits, the Commissioner directs the Division to examine and evaluate vocational programs.

S.B.E. Rule 6A-1.453 provides for periodic audits of both the accounts and programs of each school district. It states in part that the Division shall be responsible for examination of vocational education programs to:

a. Determine compliance with law and criteria established by rules of the State Board;

b. Ensure that individual courses use instructional objectives which are consistent with the criteria for qualification of individual courses as outlined in the publication titled, "Vocational Education Program Courses Standards," Rule 6A-6.571, FAC; and

c. Determine that the capability exists in the instructional setting to accomplish the course objectives.

Under this same rule, the Division also is responsible for: "Examination of adult and community education programs to determine compliance with law and criteria established by rules of the State Board" and "determination of the existence and comprehensiveness of the criteria based on district goals, by which the school district evaluates vocational education and adult general education programs."

The Vocational Education Program Courses Standards (and the new Curriculum Frameworks) provide program descriptions and objectives that may be used as criteria against which the program may be reviewed and evaluated. Basically, program review consists of a self-study by the staff of the program to be reviewed, a visitation and review by a Division staff member, a final report outlining areas of strengths and weaknesses, and a plan for strengthening weaknesses and/or improving the program. The data from the program review instruments are treated statistically and incorporated into the evaluation system.

Program Advisory Committees

Program advisory committees are mandated by federal (Public Law 98-576) as well as state regulations. A single State Advisory Council is provided for in S.B.E. Rule 6A-6.75: State Advisory Council for Vocational Education. Committees for individual programs are covered under S.B.E. Rule 6A-6.74: Duties and responsibilities, which states that the director of the Division of Vocational, Adult, and Community Education shall "direct the work of the Division to insure the greatest possible coordination, efficiency and effectiveness in vocational and technical education in the state." The Division encourages program advisory committees as a means of fulfilling this mandate.

The Division utilizes a number of advisory committees in addition to those required by law. Each program area—Agribusiness and Natural Resources, Business, Diversified Occupations, Health Occupations, Home Economics, Industrial, Marketing and Distributive, and Public Service Education—has a corresponding state advisory committee. Also, many general advisory committees have been formed to deal with special programs and problems.

Several advisory committees assist school districts and community colleges with vocational program planning and operation. The legal basis for such use of advisory committees may be found in S.B.E. Rules 6A-6.68 and 6A-14.38, both entitled Business and industrial community support. These rules state that school boards and boards of trustees at all levels should take positive steps (which are enumerated) to establish two-way communications and mutual responsiveness between their institution's vocational education program system and the surrounding business and industrial community.

These rules are responsive to the fact that in program development, implementation, and evaluation it is especially important that advisory committees be effectively utilized at the state and local levels. Community resources are an important part of vocational program development.

PROGRAM GUIDE

Occupational Requirements

In a major research grant, the Dade-Miami Criminal Justice Assessment Center identified 102 specific knowledges, skills, and abilities required for entry level law enforcement officers in the Miami region. These KSA's can be presumed to be generally applicable for police in most major population concentrations. The clusters in eight competencies are deemed critical for successful performance as entry level officers and training must reflect these very exactly.

In order to offer a legally defensible, and an educationally sound curriculum, it is vital that the KSA's identified as significant be taught and retained.

- Directing Others: To initiate action; to independently assume control of a situation; to obtain information from others and to direct, assist or provide guidance to others.
- Interpersonal: To display courtesy and consideration for the problems, needs and feelings of others in a fair and nonprejudicial manner; to use discretion in exercising police authority.
- Perception: To identify and understand the critical elements of a situation, to observe situational details/conditions and to recognize, based upon job knowledge, discrepancies or conditions that warrant action, and to interpret the implications of such action.

- Decision Making: To use logical and sound judgment when responding to a situation based upon a recognition and understanding of the facts available, and to define problem situations and initiate action based upon established guidelines and procedures.
- Decisiveness: To willingly take action and make decisions based upon a recognized situational need; to render judgments and to willingly defend actions or decisions when confronted by others.
- Adaptability: To be flexible when dealing with situations involving change; to appropriately modify a course of action based upon changes in the situation; to maintain constructive behavior despite time pressures or pressures exerted by others.
- Oral Communications: To clearly express oneself through oral means; to properly use technical factors such as grammar, vocabulary, eye contact, voice inflection.
- Written Communications: To clearly and effectively communicate relevant information through written means; proper use of technical factors such as grammar and vocabulary.

The Miami-Dade Criminal Justice Assessment Center has also identified 94 specific knowledges, skills and abilities (KSA's) required for entry level correctional officers. These KSA's were grouped or "clustered" into seven dimensions or competencies deemed critical for successful performance as entry level correctional officers. These seven dimensions are defined below:

Data Analysis: To identify the key elements of all operational materials ensuring completeness, correctness and accuracy; to recognize and understand detention facility policy and procedural information; to interpret and perceive an items impact on overall detention facility policy and procedure.

Coordination: To adhere to established schedules or timetables; to structure one's own activities as well as the activities of others to ensure a coordinated effort in meeting defined time parameters; to organize materials and communicate information in a systematic and logical manner to allow for the completion of tasks.

Situational Awareness: To recognize the critical elements of a situation and perceive actual, or foresee potential, consequences/violations; policy or rule violations; threats to personal or facility security that currently exist, or could occur based upon existing situational elements.

Judgment: To respond to situations making sound and logical decisions based upon a recognition and understanding of the evidence and alternatives available; to initiate action and make decisions when required; to willingly defend actions or decisions when confronted by others.

Sensitivity: To respond to and interact with others in a manner reflective of a recognition of their needs and feelings based upon an understanding of each person's particular situations/predicament.

Directing Others: To actively provide direction and guidance regarding the enforcement of facility rules and regulations; to recommend disciplinary action, direct the activities of inmates to ensure that detention facility rules and regulations are understood and adhered to.

Oral Communications: To clearly express oneself through oral means; to properly use technical factors such as grammar, vocabulary, eye contact, and voice inflection.

As in the previous case with law enforcement training, it must be insured that these are all incorporated into the correctional curriculum and also become a part of the evaluation process.

Exactly what must be taught in order to satisfy these requirements of the job?

Training

As was stated previously, all states now have minimum training requirements. Let us look at a very progressive listing of topics that one should expect to find in basic recruit officer courses. The number of contact/class hours will vary according to state law, local jurisdiction and agency expectations, but anyone entering this field can expect to have to successfully complete one of these types of programs in a formal academy setting. Depending of course on the level of skill and proficiency expected, such a program could be expected to last anywhere from 10 weeks to 20 weeks. The law enforcement curriculum represents the latest work completed by the Florida Criminal Justice Standards and Training Commission.

The same can be said for the basic corrections curriculum as it is presented here.

BASIC LAW ENFORCEMENT RECRUIT CURRICULUM:

COURSE TOPICS OF INSTRUCTION

INTRODUCTION

- Ethical and Professional Behavior
- Criminal Justice Standards and Training Commission
- History and Evolution of Laws
- Criminal Justice System Components
- Law Enforcement Organization
- Environmental Enforcement Agency Responsibilities

LEGAL KNOWLEDGE

- Legal Terms and Definitions
- Classification of Offenses
- Constitutional Law
- Elements of a Crime

  Intent

  Parties to a Crime

  Legal Defense
- Attempt/Conspiracy/Solicitation
- Evidence Concepts

  Evidence Rules
- Probable Cause
- Legal Show-up/Line-up
- Stop and Frisk Laws
- Arrest Laws
- Search and Seizure Concepts

- Privileged Communication
- Civil and Criminal Liability
- Civil Law
- Juvenile Law/Procedures
- Drug and Controlled Substance Law
- Alcohol and Tobacco Law
- Criminal Mischief
- Public Nuisance/Crimes Against Public Peace
- Baker Act
- Myers Act
- Unlawful Assembly/Riots
- Obstruction of Justice
- Pornography

  RICO Statute

  Extortion

  Gambling/Gaming
- Arson
- Weapons, Explosives and Incendiary Device Laws
- Assault/Battery
- Sexual Battery and Sex Crimes
- Child Abuse
- Robbery
- Kidnapping
- Homicide
- Dealing in Stolen Property/Theft (including auto and weapon theft)
- Burglary/Trespassing

- Bribery

  Perjury

- Court Structure

- Court Rules and Trial Procedures

- Subpoena

- Fraud/Forgery/Worthless Checks

- Embezzlement

- Burden of Proof

- Repossession Law

- Vessel Law

PATROL

- Visual Perception/Discrimination and Observing

- Types of Patrol

  Patrol Hazards

- Beat Familiarization Techniques

- Officer Survival Considerations

- Vehicle Pullovers

  Felony Traffic Stops

- Pedestrian Approach Procedures

- Arrest Techniques

  Person Search Techniques

  Use of Restraint Devices

  Defensive Techniques

- Use of Baton

- Prisoner Transport Methods

- Fingerprinting

- Prowler Response Call Techniques

- Crime-In-Progress Response Techniques
- Foot Pursuit Techniques
- Florida Crime Information Center
- Wants and Warrants Procedures
- Techniques for Handling Unusual Occurrences
- Hazardous Materials Handling Pr edures
- Animal Handling Procedures
- Crowd Control Procedure/Techniques
- Firefighting Principles/Procedures
- Missing Persons Procedures
- Missing Children Procedures
- Social Service Agencies and Referral Procedures
- Victim/Witness Assistance Procedures
- Domestic Violence Intervention
- Suicide Intervention Procedures
- Crime Prevention Techniques
- Recognition of Controlled Substances and Commonly Abused Drugs
- Landlord/Tenant Dispute Procudures

<u>TRAFFIC</u>

- Traffic Enforcement Concepts and Techniques
- Traffic Law
- Driver Licensing Law
- Traffic Control and Direction Concepts/Procedures
- Traffic Accident Scene Management Procedures

Traffic Accident Investigation Techniques

Computing Skid Mark Evidence

Traffic Accident Reporting Procedures

Organ and Tissue Donation Program

- Common Alcohol Violations, Conducting Field Sobriety Test

VEHICLE OPERATION

- Vehicle Operation and Control

Legal Liability When Operating Emergency Vehicles

Vehicle Inspection Techniques

WEAPONS

- Effects and Liabilities of Use of Force, Reasonable Force, Deadly Force, Use of Force
- Firearms Safety Procedures, Ammunition Use
- Service Weapon Use on the Range
- Shotgun Use on the Range
- Chemical Agent Use

INVESTIGATIONS

- Diagramming
- Interviewing and Interrogation Techniques
- Surveillance Techniques
- Preliminary, Follow-up Investigation Procedures
- Crime Scene Search Procedures

Photography Techniques

Lifting Latent Prints

Evidence Handling Procedures

Chain of Custody Concepts

- Development of Information Sources
- Crimes Against Persons Preliminary Investigation
- Crimes Against Property Preliminary Investigation

- Narcotics and Dangerous Drugs Investigative Techniques, Vice Investigative Techniques
- Organized Crime Familiarization
- Terrorist Activity Investigative Techniques
- Bombs/Explosives Violations Investigative Techniques
- Death Recognition Concepts
- SIDS Procedure

MEDICAL

- First Responder Techniques
- Health Issues

JAIL PROCEDURES

- Custody Responsibilities/Custody Process Requirements

COMMUNICATIONS

- Taking Statements
- Notetaking
- Report Writing and Reporting Procedures
- Courtroom Demeanor and Testimony
- Radio and Telephone Procedures

INTERPERSONAL

- Public Relations Techniques/Courtesy
- Human Behavior
- Interpersonal Skills
- Problems of Juveniles
- Problems of the Elderly
- Ethnic and Cultural Groups
- Problems of Mentally Ill and Mentally Handicapped Persons
- Problems of Alcohol and Drug Abusers

- Crisis Intervention Techniques
- Stress Recognition and Reduction

BASIC CORRECTIONAL RECRUIT CURRICULUM:

COURSE TOPICS OF INSTRUCTION

INTRODUCTION

- Criminal Justice System Components
- History of Corrections
- Principles of Corrections
- Probation, Parole and Community Control
- Criminal Justice Standards and Training Commission

WEAPONS KNOWLEDGE/SKILLS

Firearms Safety Procedures

Ammunition Use

Service Weapon Use on the Range

Shotgun Use on the Range

Chemical Agent Use

BASIC LAW AND LEGAL PROCEDURES

- History and Evolution of Laws
- Constitutional Law
- Classification of Offenses

Elements of a Crime

Intent

Parties to a Crime

- Probable Cause

Arrest Laws

- Search and Seizure Concepts
- Subpoena

Court Rules Trial Procedures

Courtroom Demeanor and Testimony

- Legal Defense

Burden of Proof

- Evidence Concepts

Evidence Rules

- Miscellaneous Criminal Laws
- Civil and Criminal Liability
- Myers Act

Baker Act

CORRECTIONS RULES, RIGHTS, AND RESPONSIBILITIES

- State Rules and Regulations
- Inmate Rights and Responsibilities

Privileged Communication

- Correctional Officer Rights and Responsibilities

VEHICLE OPERATION

- Vehicle Operation and Control

Vehicle Inspection Techniques

MEDICAL KNOWLEDGE

- First Responder Techniques
- Health Issues

INMATE CONTROL

- Use of Force or Deadly Force
- Use of Restraint Devices
- Defensive Techniques and Physical/Aerobic Conditioning
- Prisoner Transport Methods
- Person Search Techniques

- Cell and Area Search Techniques

COMMUNICATION KNOWLEDGE

- Notetaking

  Report Writing

  Taking Statements

  Reporting Procedures

- Communication Equipment

- Radio Codes

  Radio Procedures

INTERPERSONAL KNOWLEDGE/SKILLS

- Ethical and Professional Behavior Courtesy

- Human Behavior/Human Needs

- Human Adjustment to Imprisonment

- Ethnic and Cultural Groups

- Inmate Societies

- Criminal Types and Careers

- Institutional Criminalities

- Interpersonal Skills

- Orientation to Crisis Intervention

- Juvenile and Youthful Offenders

- Female Inmates

- Mentally Ill and Mentally Handicapped Inmates

- Inmate Homosexuality

- Recognition and Responding to Alcohol and Drug Abusers

- Physically Handicapped Inmates

- Inmate Supervision Techniques

- Recognizing Inmate Deception and Manipulation

- Suicide Prevention and Intervention
- Stress Awareness and Management

INVESTIGATIONS KNOWLEDGE/SKILLS

- Preliminary and Follow-up Investigation Procedures
- Crime Scene Search Procedures
- Evidence Handling Procedures
- Chain of Custody Concepts

CORRECTIONAL OPERATIONS

- Chain of Command and Organization
- Inspection Services
- Inspection Techniques
- Safety Requirements/Procedures
- Environmental Health Requirements/Procedures
- Health Care Service Requirements/Procedures
- Food Service Requirements/Procedures
- Control Room Operations/Procedures
- Intake Procedures
- Inmate Property Control Procedures
- Classification Procedures
- Fingerprinting
- Transfer Procedures

  Release Procedures

  Bonding Procedures
- Contraband: Recognition, Control and Disposal Procedures
- Disciplinary Procedures

  Confinement Procedures
- Referral Procedures

PHYSICAL SECURITY

- Officer Survival Considerations
- Patrol Concepts and Techniques

  Patrol Hazards
- Visual Perception/Discrimination and Observation Techniques
- Tool and Sensitive Item Control Concepts/Procedures

  Key Control Concepts/Procedures

  Accountability Concepts/Procedures

  Security Equipment
- Inmate Movement Requirements/Procedures

EMERGENCY PREPAREDNESS

- Riot Control Procedures/Techniques

  Techniques for Handling Unusual Occurrences

  Hostage Situation Procedures

  Emergency Procedures
- Firefighting Principles/Procedures

ADMINISTRATION AND TESTING

Program Standards Description

The Criminal Justice Program should be operated in conformance with the program standards and guidelines provided by the Florida Department of Education, the Florida Criminal Justice Standards and Training Commission, and the various rules and regulations that pertain to the community colleges and vocational technical centers which are empowered to operate such programs.

Instructional Approach

The criminal justice basic training program should be designed to provide students with those identified competencies needed for entry level employment or for advancement into a higher level of responsbility in employment, or for additional higher educational achievement. The program should be performance-based, identifying those competencies required for state certification and expected by the employing departments. The program must meet the minimum standards by the employing departments. The program must meet the minimum standards as required by the State of Florida for certification. That course listing was provided earlier in the publication.

Associate Degrees

In the case of the associate degree program, library research experience and exposure to computer skills is desirable.

When the degree is the Associate in Science, it may be possible to encourage students to include as much general education as possible, in order to accomplish transfer to a four year institution. This strategy and increasingly popular approach to a career oriented education will facilitate completion of a bachelor degree program by those students desiring to do so at a later point in their careers.

Several universities in Florida and many throughout the nation provide both bachelor and graduate levels of study in criminal justice. There do exist several articulation agreements between institutions in the field and more should be encouraged, taking full advantage of the Florida system of Common Course Numbering.

Curriculum guidelines at the associate degree level were published as far back as 1968 by the American Association of Junior and Community Colleges and the International Associaton of Chiefs of Police. A similar set of guidelines in 1970 was published for corrections, also by the AAJCC.

Although the field has been increasing in certain aspects of professional status, the basic two year college curricula remain essentially the same. For the associate degree program, an annual review of recruitment and selection is recommended in order to insure that students understand that the associate degree does not in and of itself lead to state certification. One must still complete the basic training course. Many of these students enrolled will be part-time students and will take longer than two years to complete the degree.

No separate academic certification or accreditation exits in criminal justice degree programs, although the Academy of Criminal Justice Sciences does offer recommendations about courses that should be included at the various degree levels. A directory of such programs is published annually by ACJS. Student placement and follow-up evaluations should be compiled annually as a basis for revising the instructional program and providing the needed competencies. Faculty and college administrators have the responsibility to maintain a systematic analysis of program effectiveness.

Advisory Committee

Most programs in criminal justice provide an advisory committee. This should be comprised of practitioners from the field of police, courts and corrections. The group should include most of the user organizations, the state attorney's office, local and state corrections leaders, the judiciary, interested community organizations, several police chiefs including the president of the local regional chiefs associaton. To the extent that graduates seek four year degrees, it might be advisable to include a representative from a university.

Such a group can be most valuable in terms of support for change, and improvements in the employment and recruitment process for students who are seeking careers, counseling and advising staff and students, supporting requests for funding and

resources, and generally providing visible assistance to the college.

The advisory committee will be interested in learning of the student performance objectives, and some members of the committee may be valuable as instructors or guest lecturers in the degree program courses.

The most frequently identified and taught academic courses are listed next in this document. The list will also include a brief course description and objectives for each suggested course.

Suggested Course Outline

The courses outlined and described below deal with the major areas of criminal justice. Each of the courses contains course objectives. A list of resources for these courses is included in the section of this guide entitled Instructional Resources.

1. Criminal Justice System
2. Principles of Criminology
3. Criminal Investigation
4. Crime Scene Investigation Procedures
5. Juvenile Delinquency
6. Police Administration
7. Traffic Control Procedures
8. Law Enforcement Operations
9. Accident Investigation and Traffic Enforcement
10. Corrections Administration
11. Deviant and Abnormal Behavior
12. Criminal Law
13. Courtroom Demeanor and Testimony
14. Rules of Evidence
15. Jail Operation Procedures
16. Non-Institutional Treatment of the Offender (Probation and Parole)
17. Career Orientation: Employability Skills
18. Institutional Treatment of the Offender
19. Group and Individual Counseling
20. Human Relations Skills

21. Health and Safety

22. First Aid/First Responder

23. Defense Tactics and Proficiency Skills

24. Crime Prevention Programs

Criminal Justice System

Overview course that considers the entire justice system and provides insights into police, courts, and correctional processes. A historical perspective is provided, and discussions include evaluation of procedures, the current and future issues, and major needs.

Objectives

1. Define the primary components of criminal justice and their primary responsibilities.
2. Identify problems that keep the system from functioning effectively and efficiently.
3. Explain the function and procedure of the federal uniform crime reporting (UCR) system.
4. Contrast present day criminal justice traditions and practices with their historical precedents and beginnings.
5. List the procedures an offender undergoes in his/her progression through the system.
6. Define and evaluate the present day value of the Peelian principles.

Principles of Criminology

Emphasizes the offender in our society; review of principles and theories relating to criminal behavior. Discussions relate to varied types of crimes and their causes, and impacts upon the social order.

Objectives

1. Analyze the criminal justice system through the processes of detection, apprehension, prosecution, and corrections.
2. Summarize the major theoretical factors and forces assumed to cause crime.
3. Illustrate the impact of crime on persons and property.
4. Discuss the extent of crime in the United States.
5. Define the victimless crimes and the origin of that term.
6. Discuss the ramifications of violent crimes, the career criminal and organized crime.

Criminal Investigation

Basic course stressing the theory of investigation. Familiarizes the student with basic crime scene techniques, the laboratory and its functions, the various steps of an investigation, and importance of recording and reporting evidence properly.

Objectives

1. Explain some of the investigative techniques used in solving crimes.
2. Explain general criminal laboratory techniques.
3. Explain the necessity for and the methods of marking and preserving evidence.
4. Discuss the necessity for and importance of crime scene protection.
5. Define the importance of evidence to the court proceedings following arrest.
6. Identify various types of investigative hardware/equipment.
7. Describe the eleven primary steps of preliminary investigation.
9. Discuss principles of proper interrogation techniques.
10. Explain the importance of police records to the investigative process.

Crime Scene Investigation Procedures

Student learns the basic process of an investigation and how to proceed at a crime scene. Includes photography and sketching techniques for both crimes and accident settings. Various types of equipment will be utilized to assist student in learning the skills.

Objectives

1. Describe how to estimate physical injury(ies).
2. Secure and preserve scene.
3. Select interview devices.
4. Use measurement tools and devices.
5. Take proper measurements.
6. Properly use photographic equipment at scene.
7. Sketch scene.
8. Use recording equipment.
9. Assist with preservation of evidence.
10. Assist with collection of evidence.
11. Assist with proper marking of evidence.
12. Describe how to make casts of physical impressions of evidence.
13. Follow chain of custody.
14. Identify a grid search method.
15. Identify a body search method.
16. Identify a wheel search method.
17. Identify a strip search method.
18. Identify a spiral search method.

19. Use formulas to determine speed.

20. Describe how to estimate property damage.

21. Use drug I-dent kit.

22. Use templates.

23. Define technical terminology.

24. Prepare investigation reports.

Juvenile Delinquency

Introductory course highlighting the causes and definitions of juvenile delinquency. Various forms of juvenile treatment programs are described. Student learns what the differences are between adult and juvenile legal system and the process employed for status offenders and others who fall within the juvenile categories.

Objectives

1. Define juvenile delinquency.
2. Explain the general proceedings of the juvenile court system.
3. Compare the advantages and disadvantages of juvenile incarceration.
4. Identify some of the major causes of juvenile delinquency.
5. Analyze the problem areas which have an influence upon juvenile delinquency between peers, parents, and school.
6. Explain labeling theory.
7. Discuss the relevance and dynamics of gang theory to juvenile delinquency causation.
8. Relate the importance of the public school system to detection and prevention.
9. Discuss the juvenile halfway house concept.

Police Administration

A course highlighting and concentrating on the administrative aspects of police agencies. Looks at the history and evolution of police leadership and organizations. Reviews new experiments and pilot programs.

Objectives

1. Appraise the impact of national patrol studies.
2. Contrast the variations in organizational structures of police departments.
3. Give examples of different departmental recruiting techniques.
4. Explain the principles of and difference between line and staff.
5. Define the general principles of allocation and deployment of patrol manpower.
6. Explain the concept of criminal investigation management and supervision of cases.
7. Discuss the importance of a strong program of organized crime and vice control.
8. Identify crime prevention techniques.
9. Point out the relevance of Special Operations to the administration of police services.
10. Give examples of the advantages of computerized criminal justice information systems and their importance to the overall police agency operation.

Traffic Control Procedures

A course intended to acquaint the student with the material dealing with traffic control. This includes use of emergency devices and proper techniques to be employed in signaling, directing flow, and other traffic-related procedures.

Objectives

1. Control the flow of pedestrian traffic.
2. Control the flow of vehicular traffic.
3. Identify traffic emergencies and take proper action.
4. Properly position police vehicle.
5. Use proper hand signals.
6. Demonstrate proper use of whistle.
7. Demonstrate effective positioning.
8. Properly use flashlight.
9. Coordinate with other traffic officers.
10. Manually operate traffic signals.
11. Use flares.
12. Set up barricades and traffic cones.
13. Provide escorts using proper protocol.
14. Serve as school crossing coordinator.
15. Use public address (bullhorn) system.

Law Enforcement Operations

Highlights the service to the community aspects of the police organization. Stresses the functions of patrol, investigation, traffic, and other direct impact by the police upon the community.

Objectives

1. Prepare a hypothetical public service announcement for news media.
2. Demonstrate a knowledge of mobile patrol techniques.
3. Appraise the value of making presentations to citizen groups.
4. Display effective oral communication techniques.
5. Prepare written reports.
6. Demonstrate the ability to prepare an effective written report.
7. Compare the advantages and disadvantages between foot patrol and motor patrol.
8. Explain why it is important to establish good rapport with citizens.
9. Discuss safety practices that should be used in stopping suspicious vehicles.
10. Explain the difference between the generalist and specialist concepts of patrol activity.

Accident Investigation and Traffic Enforcement

A course designed to inform and acquaint the student with the varied subject matter dealing with traffic and vehicular enforcement. Highlights accident related information and gives the student an awareness of the methods employed in traffic safety programs.

Objectives

1. Identify and discuss the 3 "E's" of traffic administration.
2. Identify basic steps in accident investigation.
3. Explain the concept of Selective Enforcement.
4. State the first duty of the accident investigator upon arrival at the scene.
5. Identify methods of locating accident witnesses.
6. Demonstrate ability to sketch a simple accident scene.
7. Define the concept and applicability of computers to traffic enforcement.
8. Contrast the pros and cons of use of motorcycles in accident investigations and enforcement programs.
9. Describe the traffic accident specialist and the use of specially equipped accident investigation vans.
10. Relate and show proficiency in the use of the skid mark formula.

Corrections Administration

The history and development of the field of corrections. A review of imprisonment and treatment concepts. Modern approaches will be contrasted with the origin of jails and other types of facilities and approaches to rehabilitation.

Objectives

1. Explain the value of the history and evolution of corrections.
2. Discuss the philosophies of incarceration.
3. Explain at least four of the major problems facing contemporary correctional administrators.
4. Identify the major differences between juvenile and adult institutionalization.
5. Contrast the early Auburn and Philadelphia style of prison construction with modern day practices.
6. Identify problems of the prison industry and vocational programs.
7. Explain the general concept of inmate gain time.

Deviant and Abnormal Behavior

Recognize and discuss the various forms of abnormal and deviant behavior. Learn the basic information about deviance and how it is handled within the criminal justice system.

Objectives

1. Discuss the elements of professional behavior.
2. Discuss the importance of a professional attitude toward deviant and abnormal behavior.
3. Name the normal human defense mechanisms.
4. Identify mental disturbances that are confronted by criminal justice practitioners.
5. Contrast psychopathic behavior and the "normal" criminal.
6. Appraise the value of crisis intervention techniques in handling family violence situations.
7. Identify suicide behavior and forms of suicide.
8. Identify the importance of the criminal justice practitioner maintaining a healthy and honest self concept.
9. Discuss the relevance of knowledge of deviant and abnormal sexual behavior to the successful investigation and prosecution of sex crimes.
10. Recognize and discuss stress management in criminal justice work.

Criminal Law

Learn the terminologies and historical process that has become our system of criminal law. Identify elements of major crimes and become familiar with the statutory laws that they are most likely to face.

Objectives

1. Discuss the legal procedures for securing admissions and confessions.
2. Identify dying declarations.
3. Demonstrate a practical knowledge of the rules of evidence.
4. Explain how burden of proof relates to a court trial.
5. Name some examples that show the difference between civil and criminal court trials.
6. Differentiate the difference between procedural and substantive criminal law.
7. Explain the legacy of English common law and its relationship to modern jurisprudence.
8. Identify the legal elements of the crime of rape.
9. Discuss the implications of constitutional law and it's relationship to criminal law.
10. Discuss the Bill of Rights of the Constitution.
11. Explain the concept of Stare Decesis.
12. Give an example of an ex post facto law.

Courtroom Demeanor and Testimony

Become familiar with the courtroom and the process of testifying in the court. Know the actors within the legal process and their roles in the various levels of courts.

Objectives

1. Explain the duties of a baliff in court.
2. Describe the system of witness and defendant notification of court schedules.
3. Appraise the value of proper grooming and appearance habits.
4. List techniques helpful when being cross examined.
5. Explain the proper procedure for use of a hand written notebook as reference.

Rules of Evidence

Learn the types of evidence and the chain regarding employing evidence in court. Become familiar with the handling of evidence from recognition to testimony.

Objectives

1. State the purpose of evidence.
2. Name and describe types of evidence.
3. Define the term admissibility of evidence.
4. Define the term sufficiency of evidence.
5. Describe the general process and handling of all evidence from time of discovery until submitted to the court.
6. Describe the nature, purpose, and legal framework of privileged information regarding evidence.

Jail Operation Procedures

Jail operations and procedures are taught in this course which focuses upon techniques used to safely and legally provide care and custody of inmates. Various types of restraints and other control procedures are explained and demonstrated.

Objectives

1. Prepare booking forms.
2. Receive inmate property.
3. Conduct inmate search.
4. Conduct body search.
5. Identify the rights of the inmate.
6. Classify inmates.
7. Maintain jail log.
8. Maintain individual inmate and property log.
9. Operate monitoring equipment.
10. Operate and control security doors.
11. Conduct cell shakedown.
12. Interpret emergency jail procedures.
13. Assist with implementing court orders.
14. Assist with transportation of inmate.
15. Assist with application of restraining devices.
16. Assist with implementing "line-up".
17. Prepare release forms.
18. Prepare bonding forms.
19. Assist with operation of commissary.

Non-Institutional Treatment of the Offender

(Parole and Probation)

Understand the field of probation and parole. The study of those programs and activities which are designed to keep offenders out of institutions. Evaluate their impact and their effect.

Objectives

1. Define the concept of community based corrections.
2. Contrast and define the concepts of probation and parole.
3. Name the advantages of work release and prerelease programs.
4. Discuss the problems associated with probation case loads.
5. Explain the concept of contracting for correctional services with private/public sector.
6. Identify important historical progressions in the origins of parole.
7. Identify the "Father of Probation" and his contribution to probational thought.

Career Orientation: Employability Skills

A career orientation course; become familiar with job requirements, advantages and disadvantages of particular work; review the methods for obtaining criminal justice careers and experience the actual process and expectations in seeking employment.

Objectives

1. Explain career choices in criminal justice.
2. Conduct a job search.
3. Secure information about a job.
4. Identify documents that may be required when applying for a job.
5. Complete a job application.
6. Demonstrate competence in job interview techniques.
7. Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
8. Identify acceptable work habits.
9. Demonstrate knowledge of how to make job changes appropriately.
10. Demonstrate acceptable employee health habits.

Institutional Treatment of the Offender

Become familiar with the various forms of treatment of offenders; learn classification, clinical approaches, various types of counseling and therapies.

Objectives

1. Define the general categories of treatment services.
2. Explain the various roles of psychologists, psychiatrists, and sociologists in correctional institutions.
3. Explain the difference between vocational and therapeutic models for the rehabilitation of offenders.
4. Explain how the classification process can frequently intensify conflict between treatment and custody staffs.
5. List the classification areas or grades of inmates.

Group and Individual Counseling

A specialized course dealing with specific types of therapies involved in the counseling process. Techniques of treatment are taught.

Objectives

1. Identify goals of correctional counseling.
2. Describe the casework role and function.
3. Discuss the principles of counseling techniques.
4. Explain types of role playing counseling techniques.
5. Identify some of the unique constraints and considerations in alcohol and drug abuse counseling.
6. Identify types of community resources that can be called upon to assist you in counseling activities.

Human Relations Skills

Course highlights behavior and the interpersonal skills required to operate in criminal justice; discusses community relations and recognition of cultural and societal differences and how they affect law enforcement.

Objectives

1. List the purposes of a structured public/human relations program in a police department/corrections agency.
2. Identify and describe police-community relations.
3. Identify impediments that typically circumvent a successful minority recruitment program.
4. Contrast some of the major cultural and ethnic differences that exist in our pluralistic society.
5. Identify prejudice, discrimination and racism.
6. List modern structured public and human relation programs utilized by law enforcement agencies.
7. Discuss the psychological concepts of motivation and basic human needs.
8. Discuss police ethics.
9. Discuss the impact of internal and external controls on police conduct.

Health and Safety

A course stressing health and safety issues as they pertain to the justice system. Instruction in first responder/first aid is included. Response to hazardous situation is included.

Objectives

1. Name at least five (5) proper personal hygiene practices.
2. List at least five (5) fire extinguishing agents.
3. Identify the four (4) classes of fire.
4. Show proficiency in applying basic first aid techniques.
5. Secure and maintain certification in cardiopulmonary resuscitation.
6. Recognize and explain at least four (4) types of hazardous materials.
7. Outline basic procedures to utilize in responding to hazardous materials.
8. List at least three (3) primary considerations in removing unconscious or disabled victims from contact with low power lines.

First Aid/First Responder

Student learns the various skills and techniques associated with life saving and rescue operations. CPR and other basic certifications are included. Also, the student will be provided with information about hygiene, hazardous materials, protection from gases and other hazards, and dealing with danger in many situations.

Objectives

1. Display proper personal hygiene.
2. Recognize life threatening situations.
3. Recognize hazardous materials.
4. Use proper response to hazardous materials situations.
5. Demonstrate safety and proficiency in use of chemical agents.
6. Use gas mask.
7. Describe how to use firearm safely and effectively.
8. Secure and maintain certification in CPR (Cardiopulmonary Resuscitation).
9. Apply basic first aid techniques.
10. Remove unconscious or disabled victim from dangerous situations.
11. Handle mentally or physically disturbed individuals.
12. Identify four classes of fire.
13. Use five extinguishing agents.
14. Recognize hot power lines.

Defense Tactics and Proficiency Skills

A course intended to instruct the student in how to defend oneself. Demonstrate and participate in the various holds, moves, use of batons, and other self protective skills. Student must become proficient in a variety of tactics to become state certified.

Objectives

1. Identify proper handcuffing procedures.
2. Apply come-along holds.
3. Apply counter moves.
4. Describe how to defend against knife (bottle).
5. Describe how to defend against firearm.
6. Subdue and take down suspect.
7. Conduct a wall search.
8. Conduct a kneeling search.
9. Recognize potential weapons.
10. Demonstrate safety and proficiency in use of batons.

Crime Prevention Programs

Crime Prevention programs are reviewed and analyzed. This course provides an understanding of what is being done to encourage citizen support and involvement with community endeavors designed to reduce crime, hazards, traffic risks, and how the citizens can cooperate more fully with the justice process.

Objectives

1. Assist with neighborhood Crime Watch activities.
2. Conduct security surveys.
3. Make presentations to citizen groups.
4. Participate in youth activities.
5. Participate in community activities.
6. Describe "Operation Identification".
7. Describe "Business Identification Program".
8. Assist with implementing rape crisis center.
9. Assist with victim advocate programs.
10. Implement bike safety programs.
11. Prepare public service announcements for news media.
12. Describe and assist in implementing traffic safety programs.
13. Describe and assist in implementing child safety programs.
14. Describe and assist in implementing drug awareness programs.
15. Coordinate tours of criminal justice facilities.
16. Assist with the implementation of displays and exhibits.
17. Describe and assist in implementing resort security programs.

18. Describe and assist in implementing financial institution security programs.
19. Describe and assist in implementing commercial and business security programs.
20. Describe and assist in implementing sexual assault prevention programs.
21. Assist with manning crime alert hotline.
22. Maintain statistical information on crime.
23. Assist with crime analysis unit.

FACILITIES

General and special purpose classrooms should be appropriate in design and size for the classes offered and study areas should be provided for students enrolled in these types of programs.

In the case of the basic certification training programs, there are standards set and enforced by the Criminal Justice Standards and Training Commission and the Florida Department of Law Enforcement; these pertain to driving ranges, firing ranges, locations for classrooms and supporting facilities, and such routine requirements as record storage and the like. Usually proper facilities include a gym, a room for courtroom demonstration, space for first responder courses and certain practical applications of skills.

The degree program normally requires less in terms of space for practical experiences, but both should provide for some required field applications.

A specialized library is important in criminal justice because of the law volumes and other technical materials. There are many audio visual items on the market which also provide an added dimension of realism to the instruction. For the future, computer based instruction may be called for and many agencies are now experimenting with interactive video training.

A mock courtroom is a desirable addition, a teaching auditorium which provides for alterations according to class size, and an area for crime scene applications and other demonstrations is recommended.

When basic training is offered in the facility, it is necessary to have a marching drill, and inspectional area for the class.

Access to an obstacle course, jogging track, physical fitness equipment, and swimming pool are desirable.

INSTRUCTIONAL RESOURCES

Albanese, Jay. Organized Crime in America. Cincinnati, Ohio: Anderson Publishing Company, 1985.

Bartollas, Clemens, et al. Participants in American Criminal Justice: The Promise and the Performance. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983.

Chamelin, Neil C., and Kenneth R. Evans. Criminal Law for Police Officers. Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Clear, Todd R., and George F. Cole. American Corrections. Monterey, California: Brooks/Cole Publishing Company, 1986.

Coffey, Alan, et al. Human Relations: Law Enforcement in a Changing Community. Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1982.

Cole, George F. The American System of Criminal Justice. Fourth Edition. Monterey, California: Brooks/Cole Publishing Company, 1986.

Ehrlich, Susan. Breaking and Entering. Berkley and Los Angeles, California: University of California Press, 1980.

Fogel, David. "...We are the Living Proof...". Second Edition. Anderson Publishing Company, 1979.

Fox, Vernon. Correctional Institutions. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983.

Fox, Vernon. Introduction to Corrections. Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1985.

Fox, Vernon. Introduction to Criminology. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1985.

Germann, A.C., et al. Introduction to Law Enforcement and Criminal Justice. Springfield, Illinois: Charles C. Thomas, Publisher, 1985.

Gifis, Steven H. Law Dictionary. Second Edition. Barron's Educational Series, Inc., 19884.

Gladis, Stephen, D. Survival Writing: Staying Alive on Paper. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1986.

Goldstein, Herman. Policing a Free Society. Cambridge, Massachusetts: Ballinger Publishing Company, 1977.

Johnson, Robert A., and Ralph W. Pease. Police Report Writing. New York, New York: Harcourt Brace Jovanovich, Inc., 1982.

Johnson, Thomas A., et al. The Police and Society: An Environment for Collaboration and Confrontation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Knight, Harry, and Walter Stevenson. Communication for Justice Administration: Theory and Skills. Cincinnati, Ohio: Anderson Publishing Company, 1976.

Kratcoski, Peter C., and Lucille Dunn Kratcoski. Juvenile Delinquency. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

Levine, James P., et al., Crminal Justice in America: Law in Action. New York: John Wiley & Sons, Inc., 1986.

Lewis, Merlin, et al. An Introduction to the Courts and Judicial Process. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

McDowelll, Charles P. Criminal Justice: A Community Relations Approach. Cincinnati, Ohio: Anderson Publishing Company, 1984.

Miller, Larry, and Michael Braswell. Human Relations and Police Work. Prospect Heights, Illinois: Waveland Press, Inc., 1983.

More, Harry W., Jr. Critical Issues in Law Enforcement. Cincinnati, Ohio: Anderson Publishing Company, 1985.

Nemeth, Charles P. Anderson's Directory of Criminal Justice Education. Cincinnati, Ohio: Anderson Publishing Company, 1986.

Newman, Donald J. Introduction to Criminal Justice. Third Edition. New York: Random House, Inc., 1986.

Pace, Denny F., and Jimmie C. Styles. Organized Crime: Concepts and Control. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Perry, Tim. Basic Patrol Procedures. Seattle, Washington: Palladium Publications, Inc., 1984.

Police Human Relations. Edited by George Henderson, Ph.D. Springfield, Illinois: Charles C. Thomas, Publisher, 1981.

Radelet, Louis A. The Police and the Community. Fourth Edition. New York, New York: Macmillan Publishing Company, 1986.

Rutledge, Devallis. The New Police Report Manual. Second Printing. Costa Mesa, California: Custom Publishing Company, 1986.

Shanahan, Donald T. Patrol Administration: Management by Objectives. Third Edition. Newton, Massachusetts: Allyn and Bacon, Inc., 1985.

Siegel, Larry J. Criminology. St. Paul, Minnesota: West Publishing Company, 1983.

Stinchcomb, James. Opportunities in Law Enforcement and Criminal Justice. Lincolnwood, Illinois: VGM Career Horizons, 1985.

Swanson, Charles R., Jr., et al. Criminal Investigation. Third Edition. New York: Random House, Inc., 1984.

Thibault, Edward A., et al. Proactive Police Management. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1985.

Travis, Lawrence F., et al. Corrections: An Issues Approach. Second Edition. Cincinnati, Ohio: Anderson Publishing Company, 1983.

Trojanowicz, Robert C., and Samuel L. Dixon. Criminal Justice and the Community. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Trojanowicz, Robert C. Juvenile Delinquency: Concepts and Control. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

Vetter, Harold J., and Ira J. Silverman. Criminology and Crime: An Introduction. New York, New York: Harper and Row, Publishers, 1986.

Vetter, Harold J., and Leonard Territo. Crime and Justice in America. St. Paul, Minnesota: West Publishing Company, 1984.

Waldron, Ronald J., et al. The Criminal Justice System: An Introduction. Third Edition. Boston, Massachusetts: Houghton Mifflin Company, 1984.

Weston, Paul B., and Kenneth M. Wells. The Administration of Justice. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

Weston, Paul B., and Kenneth M. Wells. Criminal Investigation: Basic Perspectives. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986.

Wrobleski, Henry M., and Karen M. Hess. Introduction to Law Enforcement and Criminal Justice. Second Edition. St. Paul, Minnesota: West Publishing Company, 1986.

JOURNALS

Corrections Today, American Correctional Association, Inc. College Park, Maryland.

Crime and Delinquency. Sage Publications. Beverly Hills, California.

FBI Law Enforcement Bulletin, Office of Congressional and Public Affairs. Washington, DC.

Florida Law Enforcement Handbook. Board of County Commissioners, Metropolitan Dade County, Florida.

Journal of Criminal Justice, Pergamon Press. New York.

Journal of Police Science and Administration, International Association of Chiefs of Police, Inc. Gaithersburg, Maryland.

Justice Quarterly, Academy of Criminal Justice Sciences.

Law and Order, Hendon, Inc. Wilmette, Illinois.

The Florida Police Chief, Florida Police Chiefs Association. Tallahasse, Florida.

The National Sheriff, National Sheriffs' Association. Alexandris, Virginia.

The Police Chief, International Association of Chiefs of Police, Inc. Gaithersburg, Maryland.

Uniform Crime Reports for the United States, Federal Bureau of Investigation, U.S. Department of Justice, Washington, D.C.

PROFESSIONAL ORGANIZATIONS

Academy of Criminal Justice Sciences
University of Nebraska at Omaha
1313 Farnam on the Mall
Omaha, Nebraska 68182-0115

American Association of Correctional Training Personnel
470 Dudley Avenue South
Salem, Oregon 97302

American Correctional Association
Suite L-208
4321 Hartwich Road
College Park, Maryland 20740

American Society for Industrial Security
Suite 1200
1655 North Ft. Myer Drive
Arlington, Virginia 22209

American Society of Criminology
1314 Kinnear Road; Suite 212
Columbus, Ohio 43212

Fraternal Order of Police
5613 Belair Road
Baltimore, Maryland 21206

International Association of Women Police
Post Office Box 7635
Kansas City, Missouri 64128

Lambda Alpha Epsilon
American Criminal Justice Association
Administration of Justice and Public Safety Department
901 West Franklin Street
Richmond, Virginia 23284

Lambda Alpha Epsilon (National Office)
Post Office Box 61047
Sacramento, California 95860

National Council on Crime and Delinquency
760 Market Street; #433
San Francisco, California 94102

National Institute of Justice
National Criminal Justice Reference Service
U.S. Department of Justice
Washington, D.C. 20531

National Sheriffs' Association
Suite 320
1250 Connecticut Avenue, N.W.
Washington D.C. 20036